**Grades 6-12 ELA Lesson Plan**

**Teacher:** \_\_7th grade ELA Teachers\_\_\_\_\_\_\_ **Grade/Course:** \_7th ELA D**ate:** \_Day One\_\_\_\_\_\_\_\_\_\_

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| **Unit Title: Two Sides of Every Story** | | **Corresponding Unit Task: Strength in Voices** |
| **Unit EQ(s):** | How do different authors portray the same historical events or time periods in different ways?  How do different authors writing about the same topic shape their presentations of topics?  Why is it important to study historical events from a variety of perspectives? | |
| **Essential Vocabulary** | **Civil Rights Movement-** <http://dictionary.reference.com/browse/civil+rights+movement?s=t>  **Vietnam War**- <http://dictionary.reference.com/browse/vietnam+war?s=t>  **Simile-**A comparison between two unlike things using a word such as like or as  **Metaphor-**A comparison between two unlike things in which one thing becomes another thing.  **Onomatopoeia-**The use of a word whose sound imitates or suggests its meaning.  **Audience-**the person or group for whom a selection is written or performed  **Bibliographic information-**sources consulted by a writer while conducting research  **Compare/Contrast Writing-**expository writing that describes similarities and differences between two or more subjects in order to achieve a specific purpose.  **Credible Source-**a source that is worthy of confidence or belief  **Historical Account-**a written work containing text based on history  **Key Event-**the single most important event in a narrative piece  ***Poem/Poetry-****a composition written in verse that often uses rhythm and/or rhyme*  \*Definitions taken from *Holt Elements of Literature* 2006 and *Mentoring Mind Common Core* flip chart | |
| **Materials/Resources** | Laptop/projector; “Stop the Sun”by Gary Paulson; various websites; | |
| **Activating Strategy/ Bell Ringer** | Flocabulary: Monday, Wednesday, Friday…..Grammar: Tuesday and Thursday | |
| **Balanced Literacy Components Addressed:**  XReading  XWriting  XWord Study  XSpeaking & Listening  **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Common Core State Standards:**  **RL 7.9**  **RI 7.9**  **SL 7.2**  **L 7.6**  **I Can Statements:**  **I can read and analyze various texts based on the Vietnam War.**  **Instructional Plan:**   1. Students will brainstorm what they know about the Vietnam War and complete a KWL chart. 2. Watch the Teachertube video about Vietnam Protests. We will watch each video twice. Lead students in a discussion about what they saw (how the different group’s protested and how popular culture, such as music, was influenced by the war). The second viewing students will take notes on what the main idea on the video and significant details.   Students should consider:   * What are the main ideas and details in this video? How are these main ideas and details portrayed? What are the claims each author makes about the Vietnam War? What reasoning and evidence do they use to support their claims?  1. Read aloud-“Stop the Sun” by Gary Paulsen. What do we learn about the War from Terry’s father’s perspective? Take notes as a class about how the author portrays the war. How does the author use or alter history in this piece? What might be the author’s purpose for writing this story? This text may have to be changed, we are awaiting copyright permissions. Another possible text to use could be an appropriate excerpt from *Fallen Angels* by Walter Dean Myers. 2. Students will complete the reading log in pairs for “Stop the Sun”. 3. Quiz on “Stop the Sun.”   [**http://www1.whsd.net/courses/J0886/Selection\_Quick\_Checks/grade%208%20unit%207%20selection%20quick%20checks.pdf**](http://www1.whsd.net/courses/J0886/Selection_Quick_Checks/grade%208%20unit%207%20selection%20quick%20checks.pdf) | |
| **Closing/Summarizing Strategy** | Return to the KWL chart to complete it…adding material they have learned today. | |

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| **Differentiation Strategies** | **Extension** | **Intervention** | **Language Development** |
| Al will analyze the lyrics of the song “For What it’s worth” by Buffalo Springfield.    <https://webmail.gcsnc.com/owa/redir.aspx?C=7ba1c495e39c475c941f11992201e628&URL=http%3a%2f%2fwww.readwritethink.org%2ffiles%2fresources%2flesson_images%2flesson1160%2fpoetry_analysis.pdf> | Multiple choice quiz for the EC and do the reading Log for “Stop the Sun” as a class. | Word on essential from the unit…..Simile, metaphor, etc. |
| **Assessment(s)** | Quiz on “Stop the Sun.”  [**http://www1.whsd.net/courses/J0886/Selection\_Quick\_Checks/grade%208%20unit%207%20selection%20quick%20checks.pdf**](http://www1.whsd.net/courses/J0886/Selection_Quick_Checks/grade%208%20unit%207%20selection%20quick%20checks.pdf) | | |
| **Reflection** |  | | |